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|  | **Clarity of Purpose** | **ORGANIZATION** | **SUPPORT** | **GRAMMAR** | **VOCABULARY** | **MECHANICS** |
|  | How well do others understand me? | How sophisticated is my language? Am I using the text type that is appropriate for my level of instruction? | How well do I use the target language to complete the task? | How accurate is my language? | How well do I use vocabulary to convey the message? | How well do I use the established conventions of the target language? |
| Exemplary  4.5 5 | Reader easily comprehends writer’s intent.  Easily understood by native speakers. | Ideas are presented in a logical manner using appropriate text type. | Writer consistently elaborates to complete the task. All parts of the task are completed. | Control of grammar is exemplary for level; full control of studied structures | Vocabulary is varied, rich and precise. Writer uses varied expressions learned throughout the study of the language. | Spelling and/or punctuation are consistently accurate. |
| Commendable  3.5 4 | Reader comprehends writer’s intent. Understood by native speakers with little need for clarification. | Ideas are presented in a somewhat logical manner. Text type approaches expected levels. | Writer completes task with developed details. The majority of the task is completed. | Good control of studied structures | Vocabulary is precise, but lacks variety. Writer uses newly acquired vocabulary. | Spelling and/or punctuation are mostly accurate. |
| Effective  2.5 3 | Reader somewhat comprehends writer’s intent. Reader may need to reread to clarfy meaning. | Ideas need to be presented in a more logical manner. Text type is below the expected level. | Writer provides adequate, but minimal details.  Missing some parts of the required task. | Inconsistent control of grammar; partial control of studied structures | Vocabulary is basic and needs to be more precise and/or varied. | Spelling and/or punctuation are occasionally accurate. |
| Approaches Effective  2 | Reader may have to guess writer’s intent. Reader must be willing to make an effort to extract meaning. | Ideas are not presented in a logical manner. The writer struggles to convey thoughts with appropriate text type. | Writer provides incomplete detail.  Missing several parts of the required task. | Little control of grammar exists; frequent errors occur in studied structures | Vocabulary is basic but needs to be considerably more precise and/or varied. Vocabulary is very limited and repetitive with some English interference. | Spelling and/or punctuation are consistently inaccurate. |
| Not effective  0 1 | Meaning is not clear. Difficult or impossible to understand even with effort on the part of the reader. | The flow is not cohesive. The text type is inappropriate for the level of instruction. The writer may resort to English. | Writer provides minimal detail.  Missing most basic parts of the task. | Frequent errors in studied structures; errors interfere with communication | Vocabulary is too limited and repetitive for the level. Constant interference with English. | Writer demonstrates fundamental problems with control of spelling and/or punctuation. |
| **+** | **Culture / Cultural Awareness** | adds relevant information about the target culture and/or refers to the target cultural appropriately; uses idioms and/or gestures appropriately | | | | |
| **Evidence** | | | | |